

# Application of Virtual Patients in Undergraduate Dental Education

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## STELLINGEN (Propositions)

### Application of Virtual Patients in Undergraduate Dental Education

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1. VPs are precious tools that need to be highly recognized and used widely by all medical teachers in different medical schools.
2. Collaborative learning activities might require a customized VP design that challenges students in order to enhance their interaction.
3. Collaborative use of VPs when used after a lecture carries the lowest cognitive load on learners.
4. Sequencing VPs in either an inductive or deductive approach should carry differences in the amount of given guidance based on students' prior knowledge and the VPs' complexity.
5. VPs that are intended for teaching professionalism need to have high fidelity, follow a specific dramatic structure and should include multiple plausible endings.
6. Medical students need more e-learning tools that facilitate knowledge processing rather than only knowledge provision.
7. The medical educators and researchers cannot put theory into practice without collaboration with clinical teachers from different specialties.
8. Faculty development programs might use virtual scenarios that are based on real students' learning problems (virtual students) to develop the knowledge and skills of medical teachers.
9. We are buying the most recent technology, simply because the old one disappeared, so we don't have the option to choose!